



Week 4 Assignment

Overview

The activities in your Week 4 assignment focus further on the topics of organizational leadership and effective communication with school personnel.

Rubric

Use this rubric to guide your work on the Week 4 Assignment.

Tasks ↓	Accomplished No errors in grammar, spelling or punctuation.	Proficient Few errors in grammar, spelling or punctuation.	Needs Improvement Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation.	Unacceptable No Response submitted.
Part 1 HR Organization Leadership Reflection	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)
Part 2 Article Critique	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)
Part 3 Summary of Interview with Debra Cannon	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the assignment. (0 points)
Part 4 Teacher Evaluations	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance	The student completed the assignment, but did not demonstrate complete responses to each aspect of the	The student attempted to complete the assignment, but failed to meet minimum requirements in all	The student did not submit the assignment, content is incomplete, failed to meet minimum requirements in all aspects of the

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	outcomes. (3 points)	assignment. (2 points)	aspects of the assignment. (1 point)	assignment. (0 points)
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Week 4 Assignment, Part 1: HR Organization Leadership Reflection

Review the lecture for Week 4, focusing on the information related to Principal Competency 7 -- identifying the principal's role in organizational leadership and management. Based on your interviews and field experiences (e.g., observations), answer the following reflection questions.

Describe management strategies and techniques you have observed or discussed.

With every form of assessment, summative or formative, the principal at my school expects the teachers to utilize this information to make data based decisions. After teachers have compiled and disaggregated their information, the principal meets with each team and sometimes meets with teachers individually to discuss their plans for impimentation of their data based decisions. The principal knows that if she does not meet with the teachers then the teachers are less likely to follow through with their decisions. Usually the principal exprects the teachers to utilize the assessment reports to assist in grouping students within each classroom for optimum learning.

The principal at my school also uses a "design team" which is in charge of ensuring that all teachers are ulizing high quality lessons. The team meets with groups of teachers to create lessons following the Schlechty model for engaging lessons. The team meets regularly with the principal for professional develmpent and planning.

How is the campus improvement plan developed? Please include information about membership in the site based decision-making committee (e.g., Campus Education Improvement Team), how data is gathered and analyzed, and how tasks are assigned and monitored?

Last year our designing of the campus improvement was posted online so those involved could edit the original document. We utilized Google Documents and those on the site based decision-making (Campus Leadership Council) were given editing rights. Each grade level and special team were assigned a color to use while editing the document. The SBDM team met to discuss strategies and them went to work on the plan via the internet with their team members. Since it was on Google Docs, anyone who edits will show easily via the "revision history" and by looking at the colors of editing. If anyone accidentally caused a problem the "review history" section allows for restoration. In the end though, the principal takes the edited version of the campus improvement plan and makes the final decision concerning the plan.

Describe instances where the campus leader has delegated authority.

The principal delegrates authority throughout the process of developing the campus improvement plan. The whole plan is posted on Google Docs. Individual teachers could view the document but only SBDM team members could edit. Each grade level and special team were assigned a color to use while editing the document. The SBDM team met to discuss strategies and them went to work on the plan via the internet with their team members. Since it was on Google Docs, anyone who edits will show easily via the "revision history" and by looking at the colors of editing.

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Describe examples of the principal making data-driven decisions.

One example is at the end of every year, the principal has each teacher run their MAPs (Measures of academic Progress) reports. These reports let teachers prove each student has accomplished their annual year of growth.

The principal uses the TAKS scores to create decisions. When our writing TAKS scores went down two years ago by a few points instead of raising, the whole campus, especially third and fourth grades, had to work on updating and revising their writing curriculum. The TAKS goal for the next year was that our school's 4th graders would achieve Gold Standard on TAKS.

How has the campus leader utilized data to help determine human resource or personnel needs?

If students do not show adequate annual year of growth then the teacher will be placed on a growth plan. The principal expects excellence not just passing so teachers who are hired need to understand how to work in that type of culture.

The principal also hires paraprofessional (AKA: aides) to assist in grades that show adequate needs through scores and class size.

The principal hires on campus tutors for students who struggle in reading and mathematics.

Week 4 Assignment, Part 2: Article Critique

Your assigned readings for this week included two issues of the American Association of School Personnel Administrators' *Best Practices in School Personnel*. Select an article from one of those issues and critique the article using the questions below.

Identify your article and source using APA citation format (for example, West, G. (2007). Holding higher education accountable for new teachers. *The School Administrator*, 65(3), 46-47.)

Cottrell, V. (2008). Selecting teachers for the year 2022. *Association of School Personnel Administrators: AASPA Best Practices in School Personnel*, (May/June/July 2008), 8-9.

Why did you select this article?

Hiring teachers with the appropriate skills to teach for the next school year is such a small aspect of hiring qualified teachers. Trying to figure out what qualities are necessary in a teacher

so they will continue to be a good teacher for children through the next twenty years is quite a different way of viewing candidates.

Briefly summarize key points from the reading.

The article began by addressing that we may have recently started a new century but most of our students will be alive when the next century arrives. For this purpose we must hire that will supply direction for schools in the year 2022. If we seek excellence in our educators then they will be leaders of schools in 2022. The article continued to address four key characteristics that are beneficial in finding qualified teachers: purpose, relationship, unlimited potential, and immediate application. First, a teacher must have a purpose. They must "possess a clear purpose for their life" (pg. 8) and have a clear belief system. Teachers must see nothing more precious than a young human being. Second, teachers must be able to foster relationships. They must have positive and productive relationships with students. People today recall teachers who made a difference in their life. Third, teachers must see the value of unlimited potential. Teachers must understand the importance of lifelong learning for both teacher and positively ingrain this ideal in students. Finally, teachers must utilize immediate application. Once things are learned the students need to apply that knowledge quickly to their every day life. The article concluded with the 15 qualities of an excellent teaching/learning specialist which are: positive, investing, committed, communicative, personable, compassionate, motivating, objective, generator of alternatives, lesson design, application of learning, student diversity, accountability, adult development, and multiple mentors.

Identify the principal competencies and supporting standards involved or implicated in the reading, (e.g., Competency 5 and Competency 6, , including the following standard: Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning, (Competency 5); Implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline and dismissal of campus staff, (Competency 6).

competency 3

1.model and promote the highest standard of conduct, ethical principles and integrity in decision making, actions, and behaviors.

2.implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.

competency 6

4.implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.

How might you apply what you learned from this reading in your role as an administrator or educational leader?

Hiring teachers with the appropriate skills to teach for the next school year is such a small aspect of hiring qualified teachers. Trying to figure out what qualities are necessary in a teacher so they will continue to be a good teacher for children through the next twenty years is quite a different way of viewing candidates. This article specifically addressed definite characteristics that are valuable when hiring teachers.

Additional comments/recommendations.

I appreciated that the article addressed that we must see that our children will need to learn skills and that specific curriculum is not the most important thing we teach our children. We must have qualified teachers to help mold so that our education system stays strong.

Week 4 Assignment, Part 3: Summary of Interview with Debra Cannon

Refer to Part 4 of your Week 4 lecture to answer the following questions.

What recommendations did Ms. Cannon make regarding principals developing effective communication and conflict resolution skills?

Ms. Cannon recommended that principals develop effective communication and conflict resolution skills by removing strife or creating accord before the crisis reaches the surface. Continuously evaluating the culture of the school and getting input from coworkers to help create an atmosphere that is not reactive to problems but looks to foresee possible problems. Principals need to predict strife prior to an incident to allow those with the difficulties a chance to lessen or remove the conflict.

What insights did Ms. Cannon give regarding developing and maintaining relationships with staff?

Ms. Cannon suggested that executing change is less problematic if positive relationships have been formed between principal and staff. Trust is important when transformation is necessary. "Honesty and a sense of caring for those you work with and with the campus community will be tremendously important if they are going to support your proposed change."

What advice did Ms. Cannon give regarding principals conducting effective evaluations and appraisals?

Ms. Cannon suggested principals conducting effective evaluations and appraisals should maintain honesty for to trust the results. Principals should not seek to make teachers happy or disappointed in their evaluation but to truthfully seek accuracy in the representation of the

teacher's abilities. If a principal is too critical, though, then they are seen as "unprofessional and uncaring" and lose their professional standing. "The principal that has an honest discussion with faculty members about performance expectations and the evaluation process before evaluations begin will be seen as both professional and honest."

According to Ms. Cannon, what steps should a principal take if he or she is concerned that a recommendation of non-renewal might be made for a teacher in need of assistance?

"Each principal should understand case law, which is the court decisions, and statute law, which are the legislated mandates, and know school district policy relevant to personnel." A lucid knowledge of the variation between contract non-renewal, suspension, and termination is an obligation before any principal begins a course that may effect the employment status of an employee negatively.

Week 4 Assignment, Part 4: Teacher Evaluations

In the space below, summarize the steps principals should take in conducting formative and summative evaluations of teachers. (Hint: There are six recommended steps in this process.)

1. Begin the evaluation process early in the school year.
 - a. Principals should begin the evaluation process within the first month of school.
 - b. Starting early also helps to establish to teachers that the principal is involved in instruction.
 - c. Seeing engagement is the one of the best ways to ensure valuable teachers.
2. Utilize classroom walk-throughs often enough to ensure validity to what you see in the designated observation and evaluation visit.
 - a. If an administrator often visits classrooms then the walk throughs become more routine for teachers and students.
3. If there are any problem areas, schedule a conference with the teacher to discuss the issues and put a synopsis of the conference in writing.
 - a. Teacher should sign and receive a copy.
4. Ask the teacher what he/she needs in terms of support in order to meet performance expectations.
 - a. Come up with options together, ie: mentoring, observing teachers, etc.
 - b. Follow up with teacher.
5. If problems continue, establish a reasonable timeline for the teacher to demonstrate improvement and conduct a follow-up evaluation.
 - a. Conference with teacher after follow up evaluation
6. Complete a third and final evaluation visit prior to making a contract status recommendation to the superintendent.
 - a. Required by March
 - b. 45 days prior to the last instructional day